EMPLOYEE'S PERCEPTION TOWARDS MANAGER'S BIG FIVE PERSONALITY IN CREATING A COACHING CULTURE

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Abstract - The purpose of this research is to study on employee's perception towards manager's big five personality in creating a coaching culture at MajlisBandaraya Johor Bahru (MBJB). The big five personality traits roles in this research by Posta and McRae (1990) consists of five personality, first personality agreeableness, second is neuroticism, third is openness to experience, fourth is extraversion and lastly conscientiousness. This big five personality is to support in creating a coaching culture in organization, according by David Clutterbuck and David Megginson (2005) in measurement the coaching culture have three levels. First, coaching within the relationship, second, coaching within team and third, progress towards a coaching culture. However, this study will help the managers big five personality and also the management to identify what the employee's perception towards managers big five personality in creating coaching culture. This is the is very important personality to control all the activity in organization. With the best coaching culture that makes it capable of managing an organization in a more organized and has an effective strategy to achieve organizational goals. As such, the overall of this study was conducted to identify what the best personality in creating a coaching culture, to make sure the performance of the company is in excellent condition. The overall findings of the research will help the organization in creating a coaching culture.

Keywords - Employee, managers', five personality, coaching, coaching culture.

I. INTRODUCTION

According to Paul Costa and Robert Mcrae (1990), the big five personality or also known as the Five Factor Model (FFM) is one of the most highly regarded trait theories of personality. In this model, personality traits include openness to experience, conscientiousness, extraversion, emotional stability, and agreeableness (Ono, et al., 2011). Big Five Personality theory suggests that there are five basic personality dimensions that can describe individual in differences behavior. Firstly, extraversion refers to the close to which an individual is sociable, talkative, lively, active, and excitable. The following term is openness to experience. It refers to the level to which a individual is imaginative, independent, and has a preference for variety. Thirdly, emotional stability refers to the extent to which a individual is calm and secure. Agreeableness defines as the extent to which a person is good-natured, helpful, trusting, and cooperative. Lastly, conscientiousness refers to the extent to which a person is organized, careful, self-disciplined, and responsible (Zhang & Wei, 2011). The personality traits are important to an individual because it can help to increase in job performance for those who possess it.

Coaching is a increasing proposition for organizational and leadership learning, despite ambiguity about the definition, methodology, and efficacy of coaching. Coincidence regarding the purpose or goals of coaching is illusive (Gray, 2006). Organizations are looking for leadership and organizational benefits through the coaching process. Organizational culture and scheme is shaped by the actions, decision-making and attentions of senior leaders (Schein, 2010). The way in which senior executives concept the "reality" of the organization is influenced by learning and the transfer of knowledge (Leonard-Barton and Swap, 2005; Weick, 2000).

Definitions of coaching very in importance according to the underlying philosophy of approach, the contextual focus and the determination of coaching. According to Baek-Kyoo (2005), a common purpose of coaching may involve behavioral change, self-awareness, knowledge, and organizational performance. Central to most definitions, coaching can be described as a form of organizationally-connected development that may include professional and personal skills, defined within a formal coaching agreement among a senior, professional manager (the client) and a coach who uses techniques to enable self-directed learning for professional growth and the enhancement of organizational performance.

The interrelationship among performance and coaching is highlighted in the framing of coaching as a process that assists performance to improve through the occurrence of learning and development (Parsloe and Wray, 2000). Executive coaching is concerted and change oriented (Natale and Diamante, 2005) and relates to managerial-executive level increase for performance and professional growth. The working meaning of executive coaching for the study was: "a cooperative, solutions-focused, results-oriented and efficient process in which the coach facilitates the enhancement of performance, self-directed learning and the individual growth of individuals" (Green and Grant, 2003). The appearance of executive coaching as a new leadership paradigm has been accompanied by limited research, on coaching effectiveness as a combined leadership development process, in contrast

to the prevalence of coaching practice research. While the quick growth of executive coaching may be interpreted as evidence of coaching effectiveness, an increase in coaching procurement is deficient to understanding the factors that that influence the success of executive training on organizational learning-performance (Bougae, 2005; MacKie, 2007). Just how the executive coaching process is managed within the organization, and whether it is considered an integrated leadership development intervention, may affect the result (CIPD, 2010; McDermott, Levenson and Newton, 2007). How executive coaching is located, for what purpose and, how it is arranged impacts on the knowledge environment (Aquilina, 2005; Clutterbuck and Megginson, 2005; Jarvis, Lane and Fillery-Travis, 2005).

The study will focus probability all employees in one of private sector companies in Malaysia as the resources, focusing on the personality that affect in creating coaching culture in an employment.

II. LITERATURE REVIEW

In jobs industry coaching culture is important because it can help new employee to be easier with working environment, work process and work culture. It also can improve someone's work performance at the workplace.

The big five personality model is a hierarchical organization of personality traits in terms of five basic dimensions for example extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. All five factors were exposed to have convergent and discriminant validity across instruments and observers to make good personality to manager or employee in organization (McCrae & Costa, 1990).

All big five personality shown to have concentrated and discriminative validity cross instrument and observer succeed personality to manager or employee in organisation (McCrae & Costa, 1990). Five models showing manager personality characteristic and employee in organizational.

The big five personality model is a hierarchical organization of personality traits in terms of five basic dimensions such as agreeableness, extraversion, conscientiousness, neuroticism, and openness to experience. Research using both natural language adjectives and theoretical side based personality questionnaires supports the comprehensiveness of the model and its applicability pass by observers and cultures. This article summarizes the history of the model and its supporting evidence discusses perceptions of the nature of the factors; and outlines an agenda for theorizing about the origins and operation of the factors. We debate that the model should prove useful both for individual assessment and for the elucidation of a number of topics of important to personality psychologists. According to Kinicki, (2008), personality represent a stable set of characteristics that are responsible for a person's identity. The internal dimension or the primary dimension of diversity are mostly outside our control but strongly affect our attitudes and our expectations and assumptions about others, thus influencing our behavior (Kinicki, 2008). Similarly, Colquitt (2009) define personality traits as the structures and propensities inside a person that explains his or her characteristic designs of thought, emotion and behavior. Personality captures what people are like, in contrast to potential which captures what people can do (Colquitt, 2009). On the other hand traits are recurring frequency or trends in a person (Colquitt, 2009). He further identified five dimension that describe personality these include the conscientiousness, agreeableness, neuroticism, openness to experience and extraversion commonly referred to us big five personality.

According to Jenkins, S. (2013) coaching culture also became issue where manager responsible in implement train culture still failed to make that, failure may have been caused by their personality identified by five people large personality. Coaching related to a task, focus in skill and performance, and usually existing agenda line role of manager by or with coaching, this is because may be due to environment of the workplace or individual personality itself which influence coaching culture and it usually submit short term needs. Furthermore, coaching culture also can focus obsessively at one relationship and pay short attention very to wider society. Because they appear within young adulthood, adult time development model recommend that they need to increase in making a contribution to they around they (Dll Levinson 1978).

Coaching culture in this study is dependent variable is primary interest to the researcher. The researcher goal is to understand and describe the dependent variable, or to explain its variability or predict it (Uma and Roger, 2013). A strong definition coaching culture is also an endorsement of its power, this definition come from a Harvard Business Review mention: when you create a culture of coaching, the result may not be straight measurable in dollars. But we have yet to find a company that can't benefit from more candor, less denial, richer communication, aware development of talent, and disciplined leaders, who show compassion for people.(Sherman and Freas 2004). In measurement or creating coaching culture have the three levels at which it is helpful to establish the habit of measurement. According to (David Clutter buck & Megginson 2006) the first of these is within the learning relationship itself.

The quality of learning by both the coach and the coached can be enhanced, along with their commitment to the process , in this level they give and receive feedback on how well the learning process is working. The second level at which measurement can assist development of a coaching

culture is within the team. In this level, one of the clear messages from the importance of dialogue about the learning process. Timely and well-constructed feedback helped team members to focus on how they could help each other and on the learning priorities for team, rather than just their individual learning needs. The third level of practical measurement relates to the organization's progress towards culture change objectives, which encompass the widespread coaching behaviours discussed in the previous four chapters. Here top management and HR want to know how well the coaching culture is becoming embedded, and where, so they can take action to reinforce attitudinal and behavioural change, improve support systems and raise the skills levels of all engaged in coaching and mentoring.

A coaching culture occurs in an organization when a coaching approach is a key aspect of how the leaders, managers, and staff involve and develop all their people and engage their stakeholders, in ways that create increased individual, team, and organizational performance and joint value for all stakeholders. Coaching is a growing plan for organizational and leadership learning, despite ambiguity about the definition, methodology, and efficacy of coaching. Consensus regarding the purpose or goals of coaching is illusive (Gray, 2006). Organizations are looking for leadership and organizational benefits over the coaching process. Organizational culture and design is formed by the actions, decision-making and kindnesses of senior leaders (Schein, 2010). The way in which senior managers create the "reality" of the organization is influenced by learning and the transfer of knowledge (Leonard-Barton and Swap, 2005; Weick, 2000). Descriptions of coaching vary in emphasis according to the underlying philosophy of approach, the background focus and the purpose of coaching.

According to Baek-Kyoo (2005), a common purpose of coaching may include social change, self-awareness, learning, and organizational performance. Central to most definitions, coaching can be defined as a form of organizationally-related development that may include professional and personal skills, defined within a formal coaching contract between a senior, professional manager (the client) and a coach who uses techniques to facilitate self-directed learning for specialized growth and the enhancement of organizational performance.

Due to this big five personality was the main factor in influencing manager behavior in implementing culture coaching. this study made to see personality manager to coaching culture. This study carried out based on employee's perception.

Coaching has been reported as successful in psychology, sports, business, and more recently nursing, for assisting people to achieve goals that are important to them (Stober, 2006). Coaching may be very effective in encouraging, inspiring, and empowering patients to reach their maximum health potential, particularly if lifestyle change is required, however, coaching research is in its early stages (Hayes, 2007). Moreover, coaching will help the organization to take into place the employee development intervention that makes it a significant contribution to the business of their organizations (Curtis, Humbarger, & Mann, 2011). It is because, coach's emphasis on a one-to-one relationship which leads to closer employee relationships. From this, they can be more focused on the development of their employee to ensure that they can build their employees talent, be the role models for the employee, and transfer their knowledge and experience for the learning process in the organization (Field, 2007).

CONCLUSIONS

In this chapter, the researchers have clarified which sampling method was used and who are their target participants. In addition, researchers have clarified how they are conducting the questionnaire at MajlisBandaraya Johor Bahru. Lastly, researchers have also explained on data analysis method which is Pearson Correlation Analysis, and the research validity and reliability analysis. The researcher hope that this study will helps to improve regarding knowledge about the personality of manager's. Moreover, this study can be as reference to the all department to know more about personality towards coaching culture in the workplace. For top management in the organization, this study helps to identify and view the personality that can affect the performance level, absentees, and dissatisfaction among their manager's and employee.

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